GOVT 353-003: Social Entrepreneurship

Fall 2019

Draft Syllabus 7/31/2019

GEORGE MASON UNIVERSITY

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Class Meetings:
Thursdays, 4:30 – 7:10pm, Krug Hall 210

OVERVIEW
Social entrepreneurship discovers and enacts new possibilities for creating and sustaining social well-being. Through this course, participants will connect with the social entrepreneur within themselves, while learning key social entrepreneurship competencies such as systems thinking and sensing, effective collaboration, reflection and use of self, continual individual and collective learning, nurturing creativity, and connecting with deeper purpose. Participants will also learn how to recognize, learn from, and transform blind-spots and unintended consequences. Participants will have the opportunity to learn by doing, through creating their own social entrepreneurship project.

I. Knowledge and Understanding
- Understand a variety of ways in which social entrepreneurship can be conceptualized and enacted
- Understand building blocks for creativity such as the ‘innovation sandbox’
- Analyze complex systems, including various effects of proposed or enacted interventions and the role of context, perspective, social location and structural power dynamics in shaping people’s diverse experiences and interpretations of the “same” events/interventions/etc.
- Investigate blind spots, unintended consequences, and disparate effects/outcomes
- Engage in self-awareness and self-reflection regarding one’s assumptions, constraints, motivations, values, etc, and how those may converge or diverge with those impacted by a social intervention

II. Professional Development
- Generative listening, learning and dialogue across differences
- Understanding context
- Increased ability to identify blind-spots and excavate assumptions, including one’s own
- Systems thinking and sensing

III. Skills
- Presentation and oral skills
- Writing skills
- Creative skills
- Competencies for effective collaboration
- Analyzing complex systems, including with awareness of the effects of one’s own biases
READINGS

Books: *(feel free to get any edition as long as you take responsibility for bridging differences yourself)*

Frankl, V. (any edition). *Man’s Search for Meaning*
Luma Institute. (2012). *Innovating for People: Handbook of Human-Centered Design Methods*

Additional articles, book chapters, and other materials:
Articles, book chapters and other materials to be assigned will be listed by class date and topic in the detailed syllabus distributed on the first day of class (or posted ahead of time on blackboard/emailed to registered students). You will have free access to these materials through blackboard or other university resources.

COURSE REQUIREMENTS AND EVALUATION

The course requirements include the following (fuller descriptions of assignments will be handed out in class at appropriate times):

1) Engagement in class, preparation, and mutual support of classmates: 5%
2) Research and other work to be shared in class: 10%
3) Interim project drafts, outlines, designs, etc: 10%
4) Midterm assignment: 25%
   a. OPTION A: Reflective paper:
   b. OPTION B: Annotated bibliography of readings:
5) Final Presentation (related to final paper): 20%
6) Final Paper: 30%
7) Journaling is recommended but is neither required nor graded (see below).

Please note that full attendance and participation in class meetings is essential. **Missing more than two class periods lowers your final overall course grade** by 1/3 for EACH missed class after the first two (e.g., for three missed classes an A- becomes a B+, a B+ becomes a B, etc; for four missed classes, an A- becomes a B, etc.). Two instances of coming substantively late or leaving early count as a missed class. In special cases as appropriate, mutually agreed, additional assignments may be able to function as make-up work for some of the point deductions.

*Cell phones, text messaging devices, email, web-browsing, computers and so on are NOT permitted to be used in class*, unless being used publicly to support the collective class work or for officially approved special needs. If you must use your text messaging device, etc. for an emergency, please take it outside of the classroom. Violations of this policy will result in point deductions.

CREATING A LEARNING ENVIRONMENT IN OUR CLASSROOM

As part of creating a valuable learning experience for everyone in the classroom, let’s attend to the quality of how we talk with each other, support our own and each other’s learning, and help each other (including helping me!) when we forget. This includes: An emphasis on inquiry rather than advocacy in class conversations, support for multiple different forms of interaction and participation guided by a foundation of mutual valuing and respect, and practicing ways of being in class that are less well developed for you. For example, let’s go beyond the content of what we want to contribute, by attending actively to how we are listening to and conversing with each other in class. Let’s focus on the quality of listening, efforts to build on the contributions of others and on the substance of the readings, asking questions, reflection, thoughtfulness of comments, and other contributions made to the creation of a mutual learning space.

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Let’s all try to work on whatever is hardest for us: For those who speak up often, try focusing on receptive listening; for those who rarely speak, try to add your voice even when it’s not comfortable. Most of all, let’s each of us take responsibility for creating a caring and respectful space where everyone is truly heard and valued. From this foundation, class discussions will promote your ability to understand, contextualize and interpret class materials and the world around you.

**WEEKLY READINGS AND CLASS SESSIONS:**

**Class 1: Thursday, August 29, 2019**  
**Topics:** Introduction to Social Entrepreneurship; Discuss course syllabus; Creating community together; finding your STAND.

**Readings:**  
*Please read the following article in advance of class*  
  - Read Intro, ‘What is SE’, and one case study of your choice. Skim the rest of the book quickly for main points (e.g., what framework do the authors suggest for understanding and enacting SE?)

**Class 2: Thursday, September 5, 2019**  
**Topics:** Basics of Social Entrepreneurship, continued. The Innovation Sandbox; Constraints & Contexts; Espoused versus Operative Commitments; Paradigms and ways of seeing; Case studies. Identifying and inhabiting your STRENGTHS.

**Readings:**  
- Prahalad, C.K. The innovation sandbox. *Strategy & Business*  
- Wheatley, M. "The New Story is Ours to Tell" and "Bringing Life to Organizational Change" chapter sub-sections in *Finding Our Way: Leadership for an Uncertain Time.*  
  *E-book* in GMU library online.

**Assignment:**  
- Please come to class having completed your STRENGTHS FINDER assessment, free at the following link: strengths.gmu.edu  
  PLEASE PRINT AND BRING YOUR REPORT of your top 5 strengths.

**Class 3: Thursday, September 12, 2019**  
**Special Honored Guest Session Leader – Associate Professor Lisa Gring-Pemble**  
Readings/prep for today TBA

**Class 4: Thursday, September 19, 2019**  
**Topics:** Exploring and researching social entrepreneurship case studies, perspectives, principles and approaches, and bringing your diverse discoveries together.

**Readings:**  
- Ashoka (2011) *Ashoka’s Leading Social Entrepreneurs.* Excerpts on BBd. Please read the introduction and a minimum of 5 different case studies. Please come to class prepared to share which case studies you read and what you found valuable.

**Assignment:**  
- Please conduct some research into social entrepreneurship examples, principles and/or any other aspect you wish to explore or clarify for yourself. Please also research particular areas you wish to engage. Please post your key findings and any documents/links you found especially helpful, with commentary, on BBd prior to class, and come prepared to share in class.

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Class 5: Thursday, September 26, 2019
Topics: Human centered design / design thinking; systems thinking, innovation and change.

Readings:
- Luma Institute (2012). Innovating for People: Handbook of Human-Centered Design Methods

Assignment: Please come to class with some ideas for your project written down on a hard copy. For possible group projects, put one idea per sheet of paper. For individual projects you can have them listed together on one sheet of paper

Class 6: Thursday, October 3, 2019
Topics: Seeing and understanding complex systems and our complex participation in them. Four levels of listening and conversing. Creating coaching conversations.

Readings:
- Scharmer. The Essentials of Theory U, Part I
- Korten, We Can Have a Living Earth Economy, But It Won’t Be Easy. Online at: http://www.yesmagazine.org/new-economy/time-to-grow-up-into-a-living-earth-economy-20160419

Class 7: Thursday, October 10, 2019
Topics: Finding peace and center within as a foundation for creating it without; Coming home to ourselves; Reclaiming who we are and our identities and healing our consciousness from internalized and externalized violence and oppression

Readings:
- Viktor Frankl. Man’s Search for Meaning
- Rev. Dr. Martin Luther King, Jr., “The Power of Nonviolence” (BBd)

Assignments:
- Please define and submit your ideas and plans for your SE project. DUE: 3 hours before start of class. Please bring to class.
- Please come to class with your 5 favorite quotations from Frankl ready to share in class.
- Be prepared to engage with the question: What is the philosophy of Nonviolence, according to Rev. Dr. King?

Class 8: Thursday, October 17, 2019
Topics: Seeing and understanding complex systems and our complex participation in them, contd. Generativity. Collective creativity. Sensing and shifting systems. Social Presencing Theater

Readings:
- Scharmer. The Essentials of Theory U, Parts II&III
- Recommended: Scharmer, “Seeing”, from Theory U.

Assignment: SE project finalized concept and design, with draft plan for implementation. Due 3h before start of class, on BBd. Please bring hard copy to class, single spaced with your name on it.

Class 9: Thursday, October 24, 2019
Topics: Mental models, unexamined assumptions, language, framing; The creative (and limiting) power of language; Seeing and choosing the stories we tell ourselves; how metaphor shapes our lives. Accessing new paradigms.

Readings:
- Ross, Excerpt from Returning to the Teachings (BBd)
- Lakoff & Johnson. Excerpts from Metaphors we live by (BBd).

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- Kegan & Lahey, chapters on Immunity to Change (BBd)

**Assignment:** Create a draft of your 4-column Immunity To Change (ITC) map. Bring to class in hard copy.

**Class 10: Thursday, October 31, 2019**
**Topics:** Transforming how we converse, interact, relate and work together. Taking authentic responsibility. Leadership. Nonviolent communication.

**Readings:**
- Regier, *Conflict without Casualties*

**Class 11: Thursday, November 7, 2019**
**Topics:** Class workshopping day for projects.

**Readings:**
No new readings: Bring your projects to share and workshop in class.

**Assignment OPTION A:** Midterm reflective paper – due 3h before start of class on BBd, with hard copy in class.

**Class 12: Thursday, November 14, 2019**
**Topics:** Working in groups and teams. Collective decision making. Systems sensing, unblocking and/or shifting within our teams, projects, organizations, society.

**Readings:**
- Kegan & Lahey – social languages – excerpts (BBd)
- Kegan & Lahey – collective immunity to change (BBd)

**Assignment OPTION B:** Annotated bibliography Due 3h before class on BBd, with hard copy due in class (single spaced, include your name).

**Class 13: Thursday, November 21, 2019**
**Final Presentations, Part I:** Time per presentation depends on enrollment numbers

**Assignment:** FINAL PAPERS DUE 3h BEFORE CLASS ON BBD, with hard copy (single spaced) due in class.

*No class November 28 – have a terrific break!*

**Class 14: Thursday, December 5, 2018**
**Final Presentations, Part II**
Course Wrap-up
Course Evaluations
INFORMATION ON ASSIGNMENTS

ASSIGNMENTS: GENERAL INSTRUCTIONS

The quality of your work will be evaluated on the following:

- Engagement with the materials and the course, including scope and depth of use of materials and sources
- Depth of reflection, especially self-reflection
- Depth of insight, analysis and understanding
- Clarity and richness of expression
- Demonstration of your personal learning and your effort to stretch yourself beyond previous experiences and underlying assumptions

Please single space all papers, submit by email at least 3 hrs before class begins if due on class days, and please bring hard copies to class (please don’t make special trips to drop off hard copies on days we do not have class – emailing by the deadline and bringing hardcopies to the next class period will be fine)

Hygiene factors that are assumed and that will detract from your grade if not fulfilled:

- Writing quality: Your writing should be at a quality appropriate to higher education, so please leave enough time for multiple rounds of editing and crafting, as well as final proof-reading. I recommend the Writing Center for help in taking your writing to the next level. Please proof-read all of your submissions and make liberal use of the Writing Center. I reserve the right to return papers unread if they do not meet appropriate standards of writing and editing quality.
- Citing sources: Be sure to cite all of your sources appropriately. Include a bibliography in your papers. Please read the sections on plagiarism (below and on the GMU website), and if you are at all unclear or uncertain about what constitutes plagiarism please talk with me.
- If you anticipate needing more time for assignments please discuss with me in advance.
- Thoughtfulness and engagement: Accurate and thoughtful use of course readings and concepts; conceptual coherence, grounding and clarity of posited relationships; accuracy and relevance of evidence.

ASSIGNMENTS (Details to be provided in class)

Interim Project Designs

Assignments for material to be shared in Class, and Co-creation of in-class activities

OPTION A: Reflective (midterm) Paper

OPTION B: Annotated Bibliography

Final Presentation

Final Project / Paper
ADDITIONAL INFORMATION:

GMU Writing Center. I would encourage you to make use of the GMU Writing Center while you’re here (regardless of how well you write), since getting feedback on writing is often a great learning opportunity and one that’s harder to come by once you leave school. The writing center info can be found online at http://writingcenter.gmu.edu/. For updated information please check for their hours on their website.

New Voices in Public Policy is a journal designed to disseminate student work in SPGIA to a broader audience. It is reviewed by a combined panel of students and faculty. You may self-submit online at: http://journals.gmu.edu/index.php/newvoices If you would like me to consider nominating your course paper for publication in New Voices in Public Policy you may let me know.

SPECIAL NEEDS: If you are a student with special needs that require academic accommodations, please see me and contact Disability Services at 993-2474 or www.ds.gmu.edu as early as possible. All academic accommodations must be arranged through Disability Services and must be prospective rather than retrospective.

Class Meetings and Missed Classes. If you find you have to miss class, please communicate with me. If you find you will have to miss more than two classes during the semester, you may need to complete additional assignments designed to help you assimilate the information and classroom experiences you have missed. Missing a substantial number of classes may jeopardize your grade. I am willing to work with you through difficult situations, especially when you can alert me in advance or as soon as possible, to make it possible to complete the course successfully.

Honor Code: GMU has an honor code and all students are required to know and abide by it. The information is located at: http://oai.gmu.edu/the-mason-honor-code-2/

PLAGIARISM: All submitted work must be your own, and it is imperative that you accurately cite all sources in your work.

- GMU has an official university policy on plagiarism that can be found at: http://oai.gmu.edu/the-mason-honor-code-2/
- Please note that violations of plagiarism policies can result in expulsion from the university.
- Note that ignorance of the policies is not a defense, so please familiarize yourself with what plagiarism is and how to ensure that you don’t commit it. If you have any questions about what constitutes the appropriate use and citation of sources, please talk with me.
- To quote from GMU’s policy as emailed to me on 3/20/08 by the SPP office:

  “The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

  “Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

  “Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also
wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

“The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

“To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.”

Note that most cases of plagiarism are unintentional, but are plagiarism nonetheless and carry all the consequences. Here are a few tips to help you avoid making such a serious mistake:

- As a rough guide, if you use three or more consecutive words from a source, use direct quotation marks around the text and cite it (see a style manual for citation guidelines). Direct quotations must be enclosed in quotation marks, with references to the corresponding source and page number(s). Images, data and charts must also be cited and referenced.
- If you use ideas, data, or other material from a source but put it in your own words (paraphrasing), then you must reference the source materials with in-text citations.
- All direct quotations and all paraphrased ideas and data need to be cited in the text where they appear (can be with footnotes, endnotes, or in-text parentheses depending on your manual of style), with a bibliographic entry at the end.
- These requirements apply to all forms of submission or presentations (including oral presentations), and all kinds of sources, including material drawn from the internet.
- IN YOUR NOTES AND ALL WRITING/PRESENTATIONS, to protect yourself from unintentional plagiarism, ALWAYS 1) take the time when copying notes to put quotation marks around direct quotations (and then copy the quoted material accurately – you can use ellipses (…) to skip parts of the quotation and brackets ([ ]) to change specific words such as replacing “He” with “[The informant]” to clarify references, etc.); 2) clearly distinguish direct quotations from paraphrases in your notes so that it’s clear what is your language and what isn’t; 3) clearly distinguish paraphrases of others’ ideas and data from your own original ideas and data so it’s clear in your notes what are your original ideas and what is drawn from others – this is easy to forget over time.
- In sum, always make clear which language and ideas come from which sources, vs. which are your own original ideas, & cite all direct quotations & all paraphrases clearly, fully & appropriately.